

STATEMENT OF FACULTY RESPONSIBILITIES

Area 1: Curriculum

As content experts, instructors are responsible for establishing standards of quality and improving courses and programs. This may be accomplished by:

- Identifying measurable course and program learning outcomes
- Establishing appropriate competency levels for student mastery of learning outcomes
- Aligning curriculum to course and program learning outcomes
- Updating and revising curriculum
- Collecting learning outcome data for each course taught

Area 2: Teaching and Learning

To ensure delivery of high quality instruction instructors are responsible for:

- Devoting adequate time to lesson preparation
- Creating a classroom environment conducive to student learning
- Learning and utilizing a variety of instructional techniques to ensure student engagement and learning
- Adjusting instructional strategies and techniques based upon student and supervisor feedback and learning outcome data

Area 3: Assessment of Learning

To ensure that students are learning course content and to support the continuous improvement of courses and programs, instructors are responsible for:

- Developing and utilizing common course assessments
- Regularly assessing student learning and using the data to identify any necessary improvements to course content, assessment tools, or instructional techniques
- Reviewing the effectiveness of course assessment tools at the end of each course

Area 4: Professional Development

As content experts, instructors are expected to stay current in their areas of responsibility and expertise and to use their knowledge to support the ongoing fulfillment of the College's mission and goals. This may be accomplished through:

- Mentoring other instructors and maintaining effective, collaborative relationships with college faculty
- Participating in professional development opportunities provided by *SJVC* and external organizations
- Maintaining currency in field, vocation or profession

Area 5: Academic Programs

Instructors are responsible for the quality and effectiveness of their assigned academic program(s). This is accomplished through:

- Attending department and division meetings
- Participating in the academic program review process
- Attending Curriculum Conferences and Advisory Board meetings

Area 6: Student Services

To ensure that students receive services that meet their identified needs and enhance a supportive learning environment, instructors are responsible for:

- Identifying new support services or recommending improvements to existing services
- Identifying students in need of support services and referring them to the appropriate individuals or departments
- Maintaining a collegial dialogue with providers of support services to ensure that students' academic and personal support needs are met

Area 7: Campus

To ensure the effective operation of each campus, instructors are responsible for:

- Sponsoring or supporting student organizations
- Participating in co or extra-curricular projects and events
- Attending faculty and all-campus meetings

Area 8: College

Instructors are responsible for contributing to the ongoing fulfillment of the College's mission and goals by:

- Adhering to college policies and procedures
- Participating in the College's shared governance process as delineated in Policy on Constituency Group Participation in Governance
- Fulfilling all administrative responsibilities

Approved by the Board of Governors September 2011.

Following is a detailed description of how instructors fulfill their duties related to several of the areas of responsibility

outlined above. Questions concerning instructional duties and responsibilities should be directed to the Academic Dean or Program Director.

5. Make institutional improvements based on assessment data results
6. Close the loop – re-evaluate

Approved by the Board of Governors June 2012.

Responsibility for Teaching & Learning

Instructors are expected to thoroughly plan for each class meeting and to ensure that content is delivered in an appropriate sequence and is aligned to the learning outcomes for the course. A variety of instructional strategies and techniques should be used to meet the diverse learning styles represented in *SJVC's* student population. Instructors are expected to foster a learning environment in their classrooms to ensure student engagement.

In an accelerated learning environment, it is critical that students grasp the content presented during each class. As such, instructors should regularly check for understanding of the content and provide follow-up activities and lessons for any necessary reinforcement of the subject matter.

Responsibility for the Assessment of Student Learning

Instructors are expected to actively engage in the assessment of student learning and use the results to identify potential improvements to courses and programs. The College's position on the assessment of Student Learning Outcomes (SLOs) is set forth in the Assessment Statement provided below.

SJVC Assessment Statement

Philosophy: Assessment is an ongoing process which ensures the entire organization continually evaluates and reflects upon contributions to the development of a qualified career candidate.

Purpose: The assessment process is used to continually guide, analyze and improve student learning, and for resource allocation and support services to align the organization with the *SJVC* mission statement.

Principle: Assessment is student-focused, faculty/staff driven, outcome-based and follows the six-step cycle of continuous quality improvement:

1. Define and refine learning/service outcomes
2. Plan and provide learning/service opportunities
3. Assess outcomes using a variety of methods
4. Collect and analyze assessment data results

Student Learning Outcomes

Instructors are required to have a thorough understanding of the SLOs identified for their assigned courses and programs as well as the ILOs. Instructors are responsible for aligning lessons and learning activities to outcomes in order to provide engaging opportunities for students to master SLOs.

Common Assessments

To measure the level of student achievement of SLOs, instructors must be knowledgeable about all of the common mastery assessments identified for their assigned courses. Throughout the duration of the course, instructors are required to administer each of the common assessments for their courses through the College's Learning Management System.

Use of Assessment Data

Instructors are required to analyze SLO success data upon the completion of each course. This analysis should lead to the identification of classroom specific improvements to enhance student learning.

Instructors are also expected to participate in campus and institution-level analysis of student learning. Every six months, instructors will have the opportunity to participate in campus meetings facilitated by the Academic Dean or Director of Assessment to discuss and analyze SLO data. Institutional-level data analysis is part of the program review process.

Responsibility for Program Improvement

The College relies upon its faculty to contribute to the continuous improvement of courses and programs. Following is a description of the primary mechanisms established for this purpose:

Program Review: Every 18 months, each academic program undergoes a rigorous program review. This outcomes-based, inquiry process involves the analysis of student learning and achievement data by program and other stakeholders. Evidence-based plans for improvement that arise from this process are given significant consideration in planning and decision-making. Please see the **Program Review Handbook (2017)** for further information concerning this process. ([InfoZone>Departments>Program Review>Program Review Handbook 03.2014](#))

Instructors are encouraged to participate in program review. The process provides the opportunity for faculty to submit plans for course and program improvement. In addition, instructors may make recommendations for improving the teaching/learning process through the following processes (also described in the **Program Review Handbook**):

- Program Improvement Proposal
- Course Improvement Proposal
- Textbook Request
- Purchase Proposal
- Capital Budget Request (for expenditures over \$1,000)

Responsibility for Student Success

As expressed in *SJVC's* mission statement, "The College is committed to the success of every student." Instructors play an integral role in this endeavor through their participation in the following activities.

Attendance Phone Calls

As part of their professional training, students are expected to provide advance notification of an absence from class. In the event that a student is absent and has not provided any notification, the instructor of the course must contact the student to determine the reason for the absence, encourage the student to attend the next class meeting, and relay any critical information or assignments given during the missed class session. Contact may be by phone, text, or email.

Student Support Services

SJVC provides a wide range of comprehensive support services designed to help students achieve their educational and employment goals. The following represent the areas in which support services are provided:

- Enrollment Services (includes assessment of incoming students' learning and personal resource needs, e.g., childcare, family support, housing, transportation, and tutoring)
- Student Advising for personal and academic issues
- Disability Services
- Financial Aid Services
- Career Services
- Library and Learning Resources, and
- Information Technology

A full description of these services is provided in the **College Catalog** and **Student Handbook**.

Following is a description of the support services directly provided by instructors:

Student Advising

Instructors are expected to engage in student advising which involves one-on-one counseling of students in the areas of attendance, academics, and professional behavior. These sessions are critical to the overall development and success of students by providing the necessary guidance and resources that will help them reach their full potential. Student advising may involve tips on study habits, referrals to student support services, discussing issues related to professionalism, or the importance of regular class attendance. All student advising comments must be documented in **Academic Info**.

Extra precaution should be taken when advising students who fall into one of the following categories:

- **Financial Aid Warning.** Students are placed on financial aid warning if they fail to meet standards for satisfactory academic progress (SAP).² Although the College expects that instructors will closely monitor their students' academic progress, once a student is placed on financial aid warning, instructors must be extremely diligent in identifying and providing appropriate support services to help students achieve satisfactory academic progress. Documentation of all efforts to assist students on financial aid warning should be documented in **Academic Info**.
- **Independent Study.** Instructors are responsible for working with students to develop appropriate plans for successfully mastering course objectives and learning outcomes outside of the classroom. Independent Study Plan requests and the corresponding plans are subject to the approval of the Division Manager or another academic administrator.

Tutoring and Skills Labs

Instructors are expected to make time outside of normal class hours for remediation and skill practice. Instructors must designate specific hours for tutoring. Tutoring hours must be published on the course syllabus. Student Center Coordinators may also be used as a resource for providing additional tutoring in math and English.

² Standards for SAP are discussed in detail on page 23 ("Satisfactory Academic Progress").

Responsibility for Student Record Keeping

All information that occurs in the life of a student (e.g., grades, attendance, financial aid information, advising, and disciplinary action) is recorded and maintained in **Academic Info** - *SJVC's* electronic student database. Instructors play a key role in ensuring that the database is kept current by recording daily attendance and entering grades.

Attendance

Instructors are required to take attendance on a daily basis. Attendance records must be entered into CampusVue within **one hour** of the end of the last class taught for the day.

It is extremely important that attendance be recorded in an accurate and timely manner. Failure to do so could place the College at risk of processing a late student refund. Instructors must notify the Registrar as soon as possible if an attendance recording error has been made.

Grades

Instructors are responsible for posting mid-term and final grades in **Academic Info** in a timely manner. In addition, grades or scores received on assignments, quizzes, projects, exams, and any other assessment should be posted in the instructor's electronic gradebook as soon as reasonably possible. Doing so ensures that students are kept well informed of their academic progress and that campus management has access to up-to-date information on students who are academically at-risk; thereby, allowing them to provide appropriate and timely interventions.

Following are the College's standards concerning the entry of grades:

- Mid-Course and Final Grades are to be posted in **Academic Info** and the electronic gradebook within one hour of the end of the last day of class
- Instructors who teach in the Online Division must post all final grades by the last Friday of the module and no later than 11 a.m. Pacific Standard Time.
- Grade updates must be submitted to the Registrar within three class days of entering the final grade awarded. Grade update forms are available on InfoZone> Information Center>Employee Forms>Grade Update Form

Following are some additional ways in which instructors contribute to maintaining an accurate student database.

Student Contact Information

On the first day of every course, instructors should ask students if their contact information has changed (e.g., address, telephone number). Any change in student contact information must be reported to the Registrar immediately. Students have the option of updating their contact information on **InfoZone>AcademicInfo>MyProfile>MyInformation** or they may provide the information directly to the Registrar.

Student Advising Comments

Instructors should record all student advising contacts in **Academic Info**. Examples of some of the most common activities that trigger the need for an advising comment include:

- Incoming/Outgoing attendance calls (document your efforts (and students') to initiate contact)
- Requests for tutoring services
- Conversations concerning academic matters, attendance, and professional conduct
- Student notification on upcoming absences

Concerning student advising comments, the rule of thumb is, "if it isn't entered into **Academic Info**, it didn't occur."

Advising comments are an important tool in identifying an appropriate course of action to take with students.

Responsibility for Participating in College Governance

It is the policy of *SJVC* to involve faculty in decision-making and planning. This is accomplished through the following:

- Attending campus and faculty meetings
- Participating in the Program Review process
- Attending Curriculum Conferences
- Serving as a faculty representative on Advisory Boards
- Participating in various campus and institutional surveys
- Participating in focus groups
- Attending designated campus wide meetings with Campus Administration and/or Executive Council member(s)
- Submitting ideas or recommendations for improvement directly to Division Manager, Campus Deans, Campus Director or Director of Instruction
- Participating in the Institutional Self-Study process

These mechanisms are available to assure that instructors have multiple opportunities to voice their opinions, concerns, and provide feedback and/or suggestions. Any input provided through these mechanisms will be given reasonable consideration in the decision-making and planning process.

